2024

AP® World History: Modern

Sample Student Responses and Scoring Commentary Set 1

Inside:

Long Essay Question 2

☑ Scoring Guidelines

☑ Student Samples

☑ Scoring Commentary

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Question 2: Long Essay Question, Exchange Networks and Social/Cultural Change — 6 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

In the period circa 1200–1750 networks of exchange led to the spread of religions, cultures, ideas, and traditions in many parts of Afro-Eurasia.

Develop an argument that evaluates the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia during this period.

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<table>
<tr><th>Reporting Category</th><th colspan="2">Scoring Criteria</th></tr>
<tr><td rowspan="6">Row A
Thesis/Claim

[0-1 points]</td><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</td></tr>
<tr><td colspan="2">Decision Rules and Scoring Notes</td></tr>
<tr><td>Responses that do not earn this point:
Are not historically defensible.
Only restate or rephrase the prompt.
Do not respond to the prompt.
Do not establish a line of reasoning.
Are overgeneralized.</td><td>Responses that earn this point:
Provide a historically defensible thesis or claim about the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia in the period circa 1200–1750. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</td></tr>
<tr><td>Examples that do not earn this point:

Provide a restatement of the prompt
“Networks of exchange led to the spread of religions, cultures, ideas, and traditions in significant ways.”
Provide a historically defensible claim, but do not establish a line of reasoning
“European explorers went to Africa.”
Provides a claim that is not historically defensible
“The spread of Islam was caused by the growth of empires and not by traders.”
Does not focus on the topic of the prompt
“Explorers spread disease on ships along trade routes.”</td><td>Examples that earn this point:

Establish a line of reasoning that evaluates the topic of the prompt
“Within the Mongol khanates trade networks flourished under the Pax Mongolica, which made travel easier and safer and thus led to the spread of cultural practices like Buddhism and Islam.”
Establish a line of reasoning that evaluates the topic of the prompt with analytic categories
“The expansion of European transoceanic trading empires, contributed to cultural change in Afro-Eurasia mostly through the spread of Christianity, although in some instances it also led to the emergence of new syncretic religious practices, or to non-Western societies closing off and rejecting Western cultural practices.”
Establish a line of reasoning
“Islam expanded beyond the Middle East often because of the activities of merchants.” [Minimally acceptable thesis/claim]</td></tr>
<tr><td colspan="2">Additional Notes:
The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs].
The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.</td></tr>
</table>

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<table>
<tr><th>Reporting Category</th><th colspan="2">Scoring Criteria</th></tr>
<tr><td rowspan="5">Row B
Contextualization

[0-1 points]</td><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Describes a broader historical context relevant to the prompt.</td></tr>
<tr><td colspan="2">Decision Rules and Scoring Notes</td></tr>
<tr><td>Responses that do not earn this point:
Provide an overgeneralized statement about the time period referenced in the prompt.
Provide context that is not relevant to the prompt.
Provide a passing phrase or reference.</td><td>Responses that earn this point:
Accurately describe a context relevant to exchange networks and/or social or cultural change in Afro-Eurasia in the period circa 1200–1750.</td></tr>
<tr><td>Examples that do not earn this point:

Do not provide context relevant to the topic of the prompt
“Land-based empires expanded by centralizing their armies.”
Provide a passing phrase or reference
“The spread of Buddhism impacted Afro-Eurasia.”</td><td>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:
Silk Roads trade networks
Indian Ocean trade networks
Trans-Saharan trade networks
European trading in the Indian Ocean
The Mongol khanates
Expansion of Islam in Asia and Africa
Portuguese trading-post empire in Asia
Emergence of socially and culturally diverse land-based empires
The Renaissance
Protestant and Catholic Reformations
Ming exploration and reconnaissance in the Indian Ocean
Example of acceptable contextualization:
“For centuries, the Silk Roads had connected China with Central Asia, the Middle East, and even Europe.”
“The spread of Chinese culture led to the adoption of Confucianism in parts of Southeast Asia.” [Minimally acceptable contextualization]</td></tr>
<tr><td colspan="2">Additional Notes:
The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.
To earn this point, the context provided must be more than a phrase or reference.</td></tr>
</table>

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<table>
<tr><th>Reporting Category</th><th colspan="3">Scoring Criteria</th></tr>
<tr><td rowspan="3">Row C
Evidence

[0-2 points]</td><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.</td><td>2 points
Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.</td></tr>
<tr><td colspan="3">Decision Rules and Scoring Notes</td></tr>
<tr><td>Responses that do not earn points:
Identify a single piece of evidence.
Provide evidence that is not relevant to the topic of the prompt.
Provide evidence that is outside the time period or region specified in the prompt.
Repeat information that is specified in the prompt.
Examples that do not earn points:
Provide evidence that is outside the time period or region
“As ideas of nationalism spread, new nations were unified in places like Europe.”
Repeat information that is specified in the prompt
“Religions, cultures, and traditions spread along trade networks in Afro-Eurasia.”</td><td>Responses that earn 1 point:
Identify at least two specific historical examples relevant to exchange networks and social or cultural change in Afro- Eurasia in the period circa 1200–1750.
Examples of evidence that are specific and relevant include the following [two examples required]:
Specific information about major merchant groups or merchant diasporas, such as, Jewish, Arab, Indian, Chinese, or Armenian merchants.
Information about specific trade-based cross-cultural encounters in Afro Eurasia, for example Europeans in Japan or Persian or Omani merchants in East Africa.
European chartered and/or joint-stock companies active in Afro-Eurasia, such as the English East India Company [EIC], the Dutch East India Company [VOC], or the English Royal African Company
Pax Mongolica and travel and trade under the Mongol khanates
Expulsion of Jews from European cities and kingdoms and the resettlement of many Jews in the Ottoman Empire.
Major trading ports serving as entrepots, such as Melaka, Calicut, Cairo, Venice
Spread of religion or other cultural practices by merchants, including Christianity, Islam, etc.
Luxury trade, such as trade in spices, silk, porcelain, etc. leading to closer cultural contacts between regions.
Exchange of ideas, such as the transmission of Greco-Roman scientific and philosophical knowledge from the Muslim world to Western Europe, or the spread of Indian mathematical knowledge to the Islamic world
Large-scale enslavement of Africans and the Atlantic slave trade</td><td>Responses that earn 2 points:
Use at least two specific historical examples to support an argument regarding the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia in the period circa 1200–1750.
Examples that successfully support an argument with evidence:
“Eastern inventions like the compass, the astrolabe, and gunpowder were adopted by Europeans, greatly improving maritime knowledge and shipbuilding, which ultimately led to the development of Portuguese trading posts in Africa and India, where missionaries began their efforts to spread Christianity.” [Uses evidence to support an argument about the spread of technology and trade contributing to cultural change]
“After being expelled from Spain and other European countries, Jewish populations settled in the Ottoman Empire, bringing their own cultural practices and contributing to the flourishing of both Jewish and Ottoman culture.” [Uses evidence to support an argument about the degree to which migration and trade contributed to cultural change]</td></tr>
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		Example of a statement that earns one point for evidence: • *"Using their seafaring knowledge, Arab and Persian merchants settled in the cities of the Swahili Coast of East Africa."*	
	Additional Notes: • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.		

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<table>
<tr><th>Reporting Category</th><th colspan="3">Scoring Criteria</th></tr>
<tr><td rowspan="4">Row D
Analysis and Reasoning

[0-2 points]</td><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.</td><td>2 points
Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</td></tr>
<tr><td colspan="3">Decision Rules and Scoring Notes</td></tr>
<tr><td>Responses that do not earn points:
May include evidence but offer no reasoning to connect the evidence to an argument.
May assert the use of historical reasoning but does not use it to frame or structure an argument.</td><td>Responses that earn 1 point:
Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia in the period circa 1200–1750. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</td><td>Responses that earn 2 points:
May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:
Explaining multiple themes or perspectives to explore complexity or nuance; OR
Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR
Explaining both cause and effect, both similarity and difference, or both continuity and change; OR
Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.
May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:
Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR
Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</td></tr>
<tr><td>Examples that do not earn points:

Provide evidence but offer no reasoning to connect the evidence to an argument
“Islam spread along trade routes in Afro-Eurasia.”</td><td>Using a historical reasoning process to frame or structure an argument could include:
Explaining how Muslim merchants brought crops from South and East Asia westward, leading to social changes related to the cultivation and consumption of these crops—for example the development of the plantation system related to the spread of sugar cultivation.
Explaining how the voyages of Zheng He significantly expanded the practice of tribute-trade between China and many Asian societies, contributing to cultural exchange.</td><td>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:
Explaining the relationship between trade expansion and cultural or religious syncretism, wherein Chinese merchants establishing connections in other parts of Asia spread Confucian ideals and Buddhism, leading to new forms like Zen in Japan and Mahayana in Southeast Asia. [Explains relevant and insightful connections between regions]
Demonstrating how trade along the African coast enriched European slave traders and other merchants and also adhered to local African practices, while in the long run depleting African resources, leading to</td></tr>
</table>

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		Example of acceptable use of historical reasoning: • *"The creation of joint stock companies allowed for longer maritime voyages by armed vessels. The financial backing and weaponry allowed such companies to ultimately establish plantations that used forced labor systems to produce desired goods like coffee for European consumers, uprooting local land and labor practices, and replacing them with European ones."* [Indicates a cause of European traditions being imposed in Southeast Asia]	a power imbalance. [Explains nuance, considers both causes and effects] • Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how the spread of Islam transformed sub-Saharan African societies and cultures by showing that Muslim rulers of the Mali Empire sponsored Islamic learning in the libraries and schools of Timbuktu, attended the Muslim pilgrimage in Mecca, adopted Muslim dress and cultural practices regarding the separation of genders, and built monumental religious architecture combining Islamic and African features and styles. [Explains how at least four pieces of evidence support a nuanced or complex argument]
	Additional Notes: • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory: Question 1 ○ | Choose one: Question 2 ● | Question 3 ○ | Question 4 ○

Begin your response to each question at the top of a new page. Do not skip lines.

In the perod of 1200-1750 trade were occurny in the Atlantic ocean, Indian ocean Basin, trans Sharan dessert and along the Silk road. Major empires such as the Ottomans, Mughal empire, Japan, multiple dynasties of China, and European powers such as Britain, spain and portugal at the end of the time period rose. We saw the Spreading of technology, ideas, and religions across these routes as the world became more interconnected. Empires sought to consolidate their power and Extend their empires leading to cultural diffusion. Because ~~trad~~ exchange networks such as the Indian ocanen and silk road created cultural diffusion, facilitated the spread of religions such as Buddism and Islam, and spread ~~ideals through trade~~ goverment Ideals through trade such as the CIVI service exam, ~~exchan~~ exchange networks contributed to social and cultural change in Afro Eurasia to a high degree.

The silk road and Indian ocan trade for goods and commodities spreed religion and created cultrul chenge to a high degree. In South East Asia by the Straight of malacca, a choke point for trade, Srivijiya became Buddist. Through Indian traders traveling through Srivijay to china, a ~~large~~ vast majority of the population converted to Buddism. This was drecty as a result of the Indian ocean networks of exchenege. This can be see in Mansa Musas conversion to Islam. ~~With~~ With his empire located on the transsharan dessert, often

Page 6

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Q5389/6

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory Question 1 ○ | Choose one: Question 2 ● Question 3 ○ Question 4 ○

Begin your response to each question at the top of a new page. Do not skip lines.

arab or turkic muslims would pass through to trade with African states for gold ~~ect~~. This led to the conversion of mansa musa and later many of his citizens to Islam. He completed his hajj to mecca creating vast cultural change as a result of this trade route. This can also be seen in the diffusion of Islam to India and other parts of Eurasia. Sufi mystics would often travel along trade routes spreading Islam to civilizations they passed. This created cultural change as disporic communities of Islam would often start outside of the middle east. ~~So~~ The ~~empire~~ Mughal empire found more of its citizens converting due to these sufis on trade routes as well.

Cultural and social diffusion from networks of exchange can be seen in the spread of western and chinese ideals throughout Eurasia creating large change. For example, due to chinas power and wealth from the trade of silk, it gained many tributary states such as vietnam and Japan. These states adopted many confucian values and practices to varying degrees. For example, Vietnam adopted its own version of the civil service exam. This large change was brought about by trade with these smaller nations. Westernization also occured as western powers traded with Eurasia. Russia was impressed ~~Be~~ by European wealth following

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory **Question 1** ○ | Choose one **Question 2** ● **Question 3** ○ **Question 4** ○

Begin your response to each question at the top of a new page. Do not skip lines.

Its ~~[illegible]~~ emergence. It saw the technology and power of Europe through its merchants and Islamic merchants trading between the two empires. This led to Russia imitating European styles of dress, governance, and language. The Zhars ~~[illegible]~~ court was expected to cut their hair and learn the language of commerce.

The spread of ideas and religion across trade networks or networks of exchange allowed for a large social and cultral change. While some states remained largley unchanged, such as China who sought to maintain their confucian values, the vast majority of Afro-Eurasia saw ~~[illegible]~~ some form of social ~~[illegible]~~ or cultural change. ~~[illegible]~~ This was ~~seen in the [illegible]~~

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory Question 1 ○ | Choose one: Question 2 ● Question 3 ○ Question 4 ○

Begin your response to each question at the top of a new page. Do not skip lines.

Before 1200, there were only nomadic tribes who weren't connected. They didn't trade or cultivate ideas together, they were seperate. While some may believe that exchange networks only facilitated trade, this is not true because of the exchange of religion, people, and ideas. Exchange networks heavily changed any society it interacted with.

There were ~~three~~ four main exchange networks the Indian ocean trade, the silk Road, ~~and~~ the Transahran, and the Inca Roads. Each route had its own ~~effects~~. The Indian ocean trade helped facilitate trade between sea and land-based empires. This trade helped with the spice trade and bringing in new or maritime technology. With the influence ~~of spices, societies would~~ of spices and foods populations would increase and with maritime technology societies would expand. This would shake the world balance.

The ~~new~~ largest network of the four is the Silk Road, which primarily traded luxury goods, but goods was not the only trade. The Silk Road would heavily influence cultural diffusion. With the introduction of new religions by merchants ~~both~~ Islam ~~(the spread the most~~ would greatly spread. Many Islamic ideas would spread and many people and societies would convert to Islam, also adopting its practices.

In the Americas there ~~were two~~ Africa & Europe was also a networks of exchange called ~~the Inca Roads and~~ the Triangular trade. ~~The Inca Roads were able to connect all the current societies like the Incas and Aztecs. The roads were able to connect the entire Americas~~

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0308382

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory **Question 1** ○ | Choose one **Question 2** ● **Question 3** ○ **Question 4** ○

Begin your response to each question at the top of a new page. Do not skip lines.

~~alike to the Silk Road. The other network was~~ The Triangular trade between Europe, Africa, and the Americas. Europe would send manufactured goods to Africa, Africa would send enslaved Africans to Americas, and the British colonies would send raw materials. This trade helped population increase, increased Europes power, and changed African/ American relationships.

In Africa there was the Transaharan trade network. This network was able to easily connect new parts of Africa to trade and invention. With the Arabian camel trade boomed and helped Africa get in the ~~#~~ global market.

All societies that were along or apart of trade routes was transformed. They all were able to trade, adopt, and alter new ideals, religions, cultures, and goods.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory	Choose one		
Question 1 ○	Question 2 ●	Question 3 ○	Question 4 ○

Begin your response to each question at the top of a new page. Do not skip lines.

The network of exchange helped Cultures and ideas to spread in many parts of afro-Evrasia. The silk road, Indian ocean, and the tran-sahra trade help spread religion and culture. The B silk road focused on selling ~~Luxry~~ Luxury goods like silk, spices, and gold. The Indian Ocean focused on common goods, and Luxury goods. This help spread religions because when merchants traveled & they didn't take their good they took their culture and religion too. The Indian Ocean merchants learned to use the moonson wind to travel. The merchant stayed their for months and then left. The merchants created cities when the imporrted their goods.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0187166

Long Essay Question 2

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

Students were asked to develop an argument that evaluates the extent to which networks of exchange contributed to social or cultural change in Afro-Eurasia between 1200–1750. The question primarily addressed content from Units 2 and 4 of the course framework, while also providing students with opportunities to bring up content knowledge from Units 1 and 4 to earn the contextualization and evidence points.

The question primarily addressed content from Topics 2.1, 2.3, 2.4, 2.5, 3.4, 4.4, and 4.5, with additional contextualization and evidence opportunities available from other topics from Units 1, 2, 3, and 4

Sample: 2A
Thesis Score: 1
Contextualization Score: 1
Evidence Score: 2
Analysis and Reasoning Score: 2

Total Score: 6

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim. The response makes a historically defensible claim in the first paragraph stating, “Because exchange networks such as the Indian Ocean and Silk Road created cultural diffusion, facilitated the spread of religions such as Buddhism and Islam, and spread government ideals through trade such as the civil service exam, exchange networks contributed to social and cultural change in Afro-Eurasia to a high degree.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. In the first paragraph, the response discusses multiple trade routes and states that dominated trade in the period 1200–1750.

C. Evidence (0–2 points): 2

The response earned 1 point for evidence. The response provides multiple pieces of accurate evidence in the second, third, and fourth paragraphs relevant to exchange networks and/or society or culture in Afro-Eurasia (“Indian traders traveling through Srivijay to China” / “Mansa Musas conversion to Islam” / Mansa Musa “completed his hajj to mecca” / “Sufi mystics would often travel along trade routes” / “Chinas power and wealth from the trade of silk, it gained many tributary states such as Vietnam and Japan.” / The Russian “Zhars court was expected to cut their hair.”)

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Long Essay Question 2 (continued)

The response earned 1 point for evidence for supporting an argument. The response provides more than enough pieces of evidence to support the argument in the second paragraph, stating that the "Silk road and Indian Oean trade for goods and commodities spread religion and created culture to a high degree" and included one piece of evidence by stating, "In South East Asia by the straight of Malacca, a choke point for trade, Srivijiya became Buddhist." The response supports the argument that Mansa Musa's conversion to Islam was due to being "located on the transharan dessert" and that "arab or turkic muslims would pass through to trade with African states." "The Silk Road and Indian trade for goods and commodities spread religion and created cultural change" by stating the evidence that "Sufi mystics would often travel along trade routes spreading Islam to civilizations they passed." In the third paragraph, the response supports the argument that "Cultural and social diffusion from networks of exchange can be seen in the spread of Western and Chinese ideals throughout Eurasia" with evidence that Vietnam and Japan "adopted its many Confucian values and practices" as well as "Vietnam adopted its own version of the civil service exam." The response supports the argument that Western cultural diffusion came from networks of exchange with evidence that Russia imitated "European styles of dress, governance, and language."

D. Analysis and Reasoning (0–2 points): 2

The response earned 1 point for historical reasoning. The response contains more examples of historical reasoning than are necessary to earn the point. The response explained how the Trans-Saharan Trade network "led to the conversion of Mansa Musa and later many of his citizens to Islam." The response also discusses how Sufi mystics would spread Islam and create cultural change with diasporic communities of Islam outside of the Middle East. The response also discusses how Vietnam and Japan changed through adopting "Confucian values and practices" due to being a Chinese tributary state. Finally, the response discusses how trade networks led Russia to imitate European dress and language.

The response earned 1 point for demonstrating complex understanding. The response effectively uses more than four pieces of specific and relevant evidence to support a complex argument that trade networks led to social and cultural changes and used multiple historical reasoning skills in support of an argument.

Sample: 2B
Thesis Score: 0
Contextualization Score: 1
Evidence Score: 2
Analysis and Reasoning Score: 1

Total Score: 4

A. Thesis/Claim (0–1 points): 0

The response did not earn the point for thesis/claim. The response does not offer a historically defensible claim; it only restates what is provided in the prompt claiming "Exchange networks heavily change any society it interacted with."

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Long Essay Question 2 (continued)

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. In the second paragraph, the response states, "There were main exchange networks in the Indian Ocean trade, the Silk Road, the Transaharan, and the Incan Roads." The response attempts to provide context in the first paragraph, but was too vague in stating only that "Before 1200, there were only nomadic tribes who weren't connected" which is factually inaccurate.

C. Evidence (0–2 points): 2

The response earned 1 point for evidence in the second and third paragraphs. The response provides multiple pieces of accurate evidence relevant to exchange networks and/or society or culture in Afro-Eurasia (The Indian Ocean "helped with the spice trade and bringing in new maritime technology."/"the Silk Road, which primarily traded luxury goods" / "The Triangular trade between Europe, Africa, and the Americas").

The response earned 1 point for evidence for supporting an argument. In the second paragraph, the response supports the argument that exchange networks like the Indian Ocean would affect "sea and land based empires" with one piece of evidence stating that "With the influence of spices and foods populations would increase." In the third paragraph, the response provides evidence that "Many Islamic ideas would spread and many people and societies would convert to Islam, also adopting its practices" supporting the argument that "The Silk Road would heavily influence cultural diffusion."

D. Analysis and Reasoning (0–2 points): 1

The response earned 1 point for historical reasoning in the second paragraph. The response discusses how "The Indian Ocean trade helped facilitate trade between sea and land based empires." The response also explained how the Silk Road merchants would introduce new religions and "societies would convert to Islam" in the third paragraph.

The response did not earn the point for demonstrating complex understanding. While the response included multiple pieces of evidence, they were not in support of a nuanced or complex argument.

Sample: 2C
Thesis Score: 1
Contextualization Score: 0
Evidence Score: 1
Analysis and Reasoning Score: 0

Total Score: 2

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim. The response makes a historically defensible claim in the second sentence stating, "The silk road, Indian Ocean, and the tran-Sahra trade help spread religion and culture."

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Long Essay Question 2 (continued)

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. The response attempts to provide context in the first sentence by restating parts of the prompt.

C. Evidence (0–2 points): 1

The response earned 1 point for evidence. The response provides three pieces of accurate evidence relevant to networks of exchange and/or culture in Afro-Eurasia (“silk road focused on selling luxury goods like silk, spices, and gold” / “Indian Ocean merchants learned to use the moonson wind to travel” / “The Indian Ocean focused on ... luxury goods.”)

The response did not earn the point for evidence to support an argument relating to networks of exchange contributing to social and/or cultural change from 1200 to 1750.

D. Analysis and Reasoning (0–2 points): 0

The response did not earn the point for historical reasoning. The response discusses the use of monsoon winds by merchants to travel in the last three sentences but does not explain the effect of how this more efficient method of travel resulted in social or cultural change.

The response did not earn the point for demonstrating complex understanding. There was no attempt to demonstrate a complex understanding of how imperial rule over ethnically or religiously diverse populations led to political or social change.

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